

ON THE QUESTION OF THE DRAFTING OF THE GRAMMAR MODULE OF THE ELECTRONIC MANUAL IN ENGLISH

К ВОПРОСУ О РАЗРАБОТКЕ ГРАММАТИЧЕСКОГО МОДУЛЯ ЭЛЕКТРОННОГО ПОСОБИЯ ПО АНГЛИЙСКОМУ ЯЗЫКУ

***Annotation.** Considering the rapid development of information technologies in the educational process, it is worth paying attention to the resources that contribute to improving the efficiency and productivity of students' educational activities on the discipline «Foreign Language» in terms of all types of speech activity. The article presents the main characteristics of the grammar module in the created electronic manual for the English language. The availability of a theoretical, training-practical and controlling part in the structure of the manual is fundamental.*

***Keywords:** electronic manual, information technology, English, grammar module, grammar, cadets, electronic testing.*

***Аннотация.** Учитывая стремительное развитие информационных технологий в образовательном процессе, стоит обратить внимание на ресурсы, способствующие повышению эффективности и продуктивности учебной деятельности обучающихся в рамках дисциплины «Иностранный язык» с точки зрения всех видов речевой деятельности. В статье представлены основные характеристики грамматического модуля в создаваемом электронном пособии по английскому языку. Фундаментальным является наличие в структуре пособия теоретического, тренировочно-практического и контролирующего блока.*

***Ключевые слова:** электронное пособие, информационные технологии, английский язык, грамматический модуль, грамматика, курсанты, электронное тестирование.*

Today new technology has become widely available, much cheaper and convenient in educational institutions, in people's homes and in their pockets. So, the implication of technological tools in educational process is evident.

Despite knowing about certain aspects of technology many young people's familiarity may not have much breadth or depth. Just because someone is young doesn't mean that they are de facto technologically adept. Just because a teacher is older doesn't mean that they can't use the Internet intelligently.

There are a lot of uses of technology that are specific to education and it's actually teachers who introduce these things to students.

But the most essential is to use technology to a real purpose.

Today, in the light of the widespread use of technical teaching aids and the replacement of many traditional printed materials with electronic ones, it becomes necessary to consider electronic teaching aids in terms of their usefulness, the possibility of presenting educational material and prospects.

In contrast to the traditional printed-based educational materials, electronic ones have much greater didactic and methodological advantages: they are more dynamic, virtual, and more complex-structured; facilitate the organization of individual training, feedback, etc. All this becomes possible due to the technological features of their creating. Therefore, in order to take full advantage of all this, the system of constructive criteria for creating educational materials should be supplemented with a group of technological ones that take into account the features of creating electronic materials and the specifics of working with them [1].

Here we consider the electronic manual in English as an example of electronic learning materials for the language training of law enforcement officers.

It's worth noting that this manual can be considered a full-fledged learning tool and resource, combining the necessary language and grammar material and numerous interactive tasks for studying and reinforcing it, multimedia elements, reference material, dictionaries.

Each topic in the manual includes a grammar block, part on a lexical topic, as well as tasks to improve listening comprehension skills.

The grammar component is an important component of any foreign language manual. Therefore, it is advisable to determine the patterns of representation of this component in an electronic textbook.

For students to effectively master the material, an electronic textbook must necessarily include three blocks: information (theoretical), training and control [2].

Working with cadets we actively use the electronic manual. So, such a three-level structure corresponds to the grammatical material presented in it. Therefore, as part of the work on the development of a new electronic educational tool, it can be considered appropriate to continue to adhere to the same principle of presenting the material.

The grammar module includes theoretical material, primary consolidation of knowledge, grammatical material drilling with the help of grammatical and lexico-grammatical exercises, as well as final testing.

The introduction of grammatical material begins with the theory. Many experienced developers of electronic manuals in a foreign language claim that the theoretical material should be presented in a concise form and by parts, because otherwise the efficiency of the perception of the material by the student is sharply reduced (this is due to the peculiarities of the perception of information from the monitor screen). The grammatical aspect of the topic is presented in each lesson in text form combined with diagrams and tables. This form helps students to focus their attention on the most important elements of the topic, as well as visual accompaniment facilitates the perception of the information presented.

Also, a very optimal element of the theoretical block is a video explanation. Each topic is accompanied by a short video, which provides a brief overview of the studied grammatical phenomenon. This visualization can be quite in demand among students, who often cannot perceive the usual presentation of material effectively.

After studying the theoretical material, it is necessary to determine the level of its primary assimilation. For this purpose, cadets can complete test tasks with closed questions. Such tasks allow, *intel alia*, teacher to determine the level of primary knowledge of cadets on the topic being studied, which allows them to organize further classroom and independent work more correctly.

The most productive stage while working in the grammar module is the drilling of the acquired knowledge. The training block occupies a key place in the grammar part, since learning a foreign language requires a number of exercises and practical tasks to consolidate the acquired knowledge and develop the skills. For greater efficiency, it is necessary that the tasks function in the mode of student-computer. Work in this mode enables cadets to consolidate the knowledge gained in the theoretical block.

When compiling the tasks of this block, we can use various systems for constructing an answer. All exercises should have a specific focus, be performed in different ways and in different organizational forms (a variety of exercise forms stimulates various cognitive processes of students, has a positive effect on students' interest in their implementation), each task should be closely related to others and occupy a certain place in the system of exercises. It is also worth noting that the exercises are arranged in a logical order and according to the difficulty levels. This method of presenting tasks and exercises allows you to individualize the work of cadets with different levels of knowledge. Thus, cadets can optionally complete tasks that are not obligatory, depending on the mark they are applying for.

Final testing is an independent element of the manual, created on the basis of the Google Forms platform. This type of control covers, as a rule, the entire material of the topic or the entire training course and is used mainly while the independent work of cadets upon completion of the study of the topic. The only feature and difference between the final testing and the current test tasks is the need for Internet connection.

The manual uses a computer testing system as a simulator, which is both a separate independent Google Forms service, in which it is possible to make changes at any time, and the software shell of the manual itself. The efficiency of using such a system is significantly higher if it allows you to accumulate and analyze test results. The Google Forms testing system for final testing can be embedded into an electronic manual, but it can also exist as an independent element. The control block of the manual provides for assessing the correctness of the student's answers to the questions posed.

Depending on the selected testing mode, at the end of the test, cadets may get the information about the test results. To eliminate the possibility of remembering the correct answers by the training, it is necessary to use a large bank of computer test tasks, in which the options are mixed and offered in random order.

Such a logical structure for studying and presenting grammatical material can be considered the most universal and successful. Each block is the basis for mastering the following: having studied the theoretical materials and already understanding the patterns and rules for its use, students successfully perform exercises and various types of tasks, and are also able to apply the mastered material in speech, then, having worked out the skill of using what they have learned, there is consolidation and knowledge control in testing.

Thus, while developing a grammar module of an electronic manual in English, it is necessary to observe the structure of the presentation of the material and a communication-oriented approach. However, each teacher has in his arsenal certain features when working with the material, which can be successfully supplemented the above model.

While working on the electronic manual on the discipline «Foreign Language (English)» and its subsequent use in the educational process, we rely on the principles of an activity approach, which implies the need to provide conditions for active independent learning activities of students. The electronic textbook also implements an integrated approach to learning and significantly increases the motivation to learn a foreign language.

List of main sources

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И. Л. Лукашкова

*доцент кафедры социально-гуманитарных дисциплин
Могилевского института МВД,
кандидат педагогических наук, доцент*

АКТУАЛЬНОСТЬ ИЗУЧЕНИЯ ДИСЦИПЛИНЫ «ПСИХОЛОГИЯ ДЕВИАНТНОГО ПОВЕДЕНИЯ» СОТРУДНИКАМИ ОРГАНОВ ВНУТРЕННИХ ДЕЛ В КОНТЕКСТЕ БУДУЩЕЙ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

THE RELEVANCE OF STUDYING THE DISCIPLINE «PSYCHOLOGY OF DEVIANT BEHAVIOR» BY EMPLOYEES OF INTERNAL AFFAIRS BODIES IN THE CONTEXT OF FUTURE PROFESSIONAL ACTIVITY

***Аннотация.** В статье обобщены представления о цели, задачах и предметной области психологии девиантного поведения как отрасли междисциплинарного знания. Акцентировано внимание на ключевых аспектах значимости изучения дисциплины «Психология девиантного поведения» сотрудниками органов внутренних дел в контексте будущей профессиональной деятельности.*

***Ключевые слова:** девиации, девиантное поведение, психология девиантного поведения, правоохранительная деятельность, сотрудники органов внутренних дел.*

***Annotation.** The article summarizes the ideas about the purpose, objectives and subject area of the psychology of deviant behavior as a branch of interdisciplinary knowledge. Attention is focused on the key aspects of the importance of studying the discipline «Psychology of deviant behavior» by employees of internal affairs bodies in the context of future professional activity.*